

Curriculum Map for Religious Education

The curriculum map for Religious Education at Reed First School, follows the Agreed Syllabus 2023-28 builds on the most recent national developments in RE, in particular the Commission on RE Report 2018, which advocates a 'Worldviews Approach'. Worldviews are not restricted to propositional belief, but also include behavioural, experiential and attitudinal dimensions of what it means to be human.

"A worldview is a person's way of understanding, experiencing, and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments." (Religion and Worldviews: The Way Forward)

Statutory content at each Key Stage	
EYFS	Children will encounter Christianity and religions and beliefs represented in the class, school or local community and beyond. RE will support a growing sense of the child's awareness of self, their own community and their place within this.
KS1 Years 1 and 2	Christianity and at least one other Abrahamic religion are to be studied in depth (Judaism and/or Islam), or the predominant additional principal faith represented in the school. Pupils may also learn from other religions and worldviews in thematic units.
Lower KS2 Years 3 and 4	Christianity and at least two other principal faiths are to be studied in depth, one Abrahamic and one Dharmic . (Recommended focus faiths for lower KS2 – Christianity, Islam, Hinduism or Sikhism). Pupils may also learn from other religions and worldviews in thematic units.

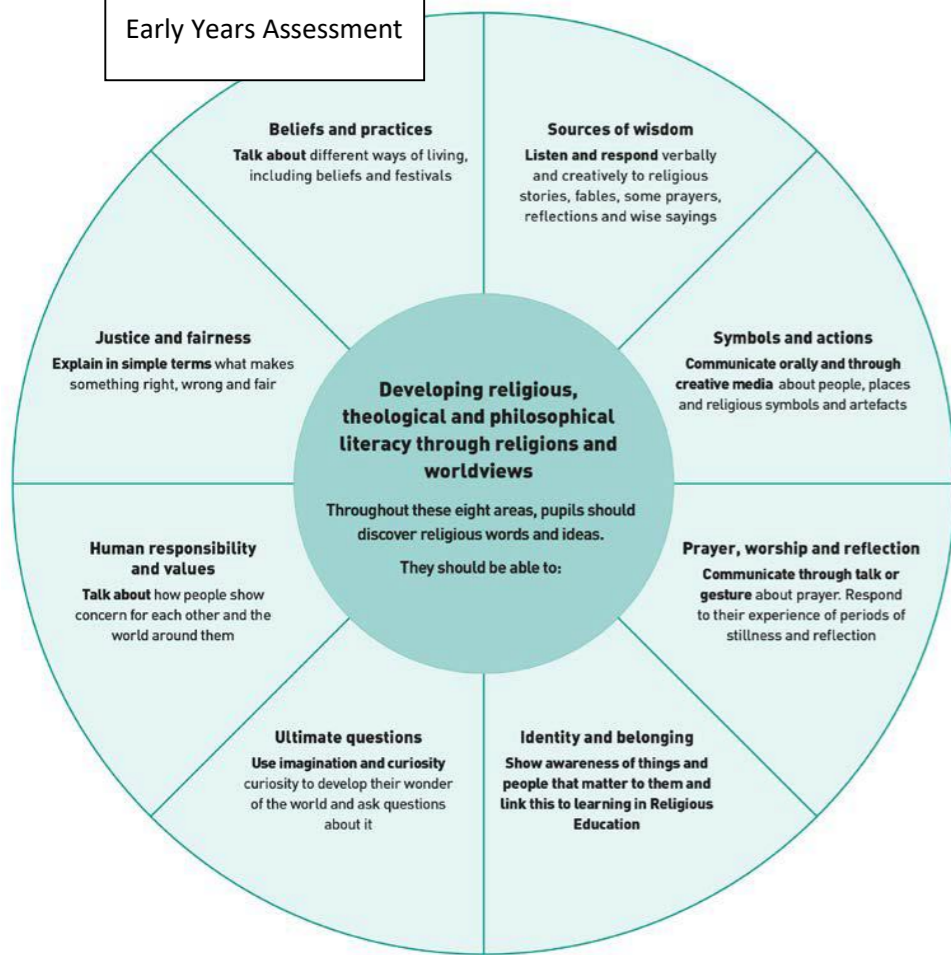
Eight key areas of RE A Year	End of EYFS - Reception Taught through Christianity and religions and beliefs represented in the class, school or local community	Year 1 Taught through Christianity and Judaism (A Year) Taught through Christianity and Islam (B Year)	End of KS1 - Year 2 Taught through Christianity and Judaism (A Year) Taught through Christianity and Islam (B Year)	Year 3 Taught through Christianity and Sikhism (A Year) Taught through Christianity and Hinduism (B Year)	End of LKS2 - Year 4 Taught through Christianity and Sikhism Taught through Christianity and Hinduism (B Year)
	Beliefs represented in the class, school or local community will also develop the learning within RE				
Beliefs and Practices end points	Explore diverse ways of living, including beliefs and festivals	<i>Describe at least two examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them using appropriate vocabulary</i>	Describe at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them using appropriate vocabulary	<i>Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities</i>	Describe and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked and make connections between the different beliefs and practices
Beliefs and Practices World Views	Share their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond	Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.		Describe, make connections and reflect upon different features of the religions and worldview studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations.	
Sources of Wisdom end points	Listen and respond to religious stories	Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come	Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers	Explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Describe the impact on individual believers
Sources of Wisdom World Views	Listen and respond to a range of stories that engage them, including faith stories, fables, some prayers, reflections and wise sayings	Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come		Investigate, interpret and respond to a range of stories sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities	
Symbols and Actions end points	Communicate about people, places and religious symbols and artefacts	<i>Give at least one example of a religious symbol or action and explain how it is used</i>	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities	<i>Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities</i>	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities
Symbols and Actions World Views	Directly experience religion, its symbols and actions. Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance for a religious family. They should share their own experiences of places which are important to them	Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities		Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning	

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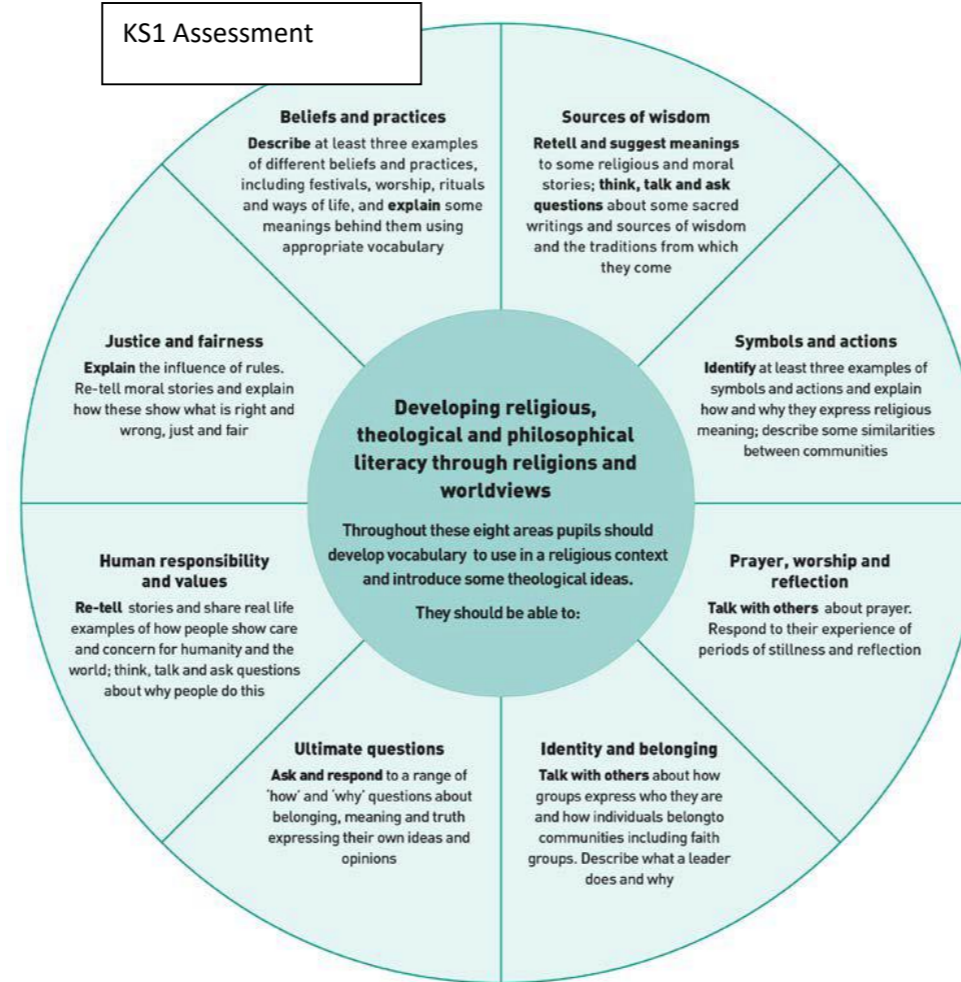
Prayer, worship and reflection	Communicate through talk or gesture about prayer. Experience periods of stillness and reflection	<i>Talk about how and where some worshippers pray. Respond to periods of stillness and reflection</i>	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection	<i>Ask and answer questions about places of prayer and worship and the impact they might make on faith communities</i>	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections
Prayer, worship and reflection World Views	Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness	Respond to and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection mean to a religious community		Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness	
Identity and Belonging	Show awareness of things and people that matter to them and link this to learning in RE	<i>Talk about things and people that matter to them and how people belong to groups including faith groups</i>	Talk with others about how groups express who they are and how individuals belong to communities, including faith groups. Describe what a leader does and why	<i>Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders</i>	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders
Identity and Belonging World Views	Explore how people know that they belong to a family and other groups, including religious groups	Notice and talk about how groups expressed their identity and belonging. Listen to and talk with people including leaders who belong to a faith community about how their commitment affects their lives		Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives	
Ultimate Questions	Use imagination and curiosity to develop their wonder of the world and ask questions about it	<i>Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it</i>	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions	<i>Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer</i>	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections
Ultimate Questions World Views	Experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. Ask questions that are philosophically challenging and consider answers	explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media		Discuss and present thoughtfully through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth	
Human responsibility and values	Explore how people show concern for each other and the world around them	<i>Respond to faith stories and examples of showing care and concern for humanity and the world</i>	Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this	<i>Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities</i>	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility
Human Responsibility and values World Views	Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and that of others	Respond to stories and real-life examples of how and why people show care and concern for humanity and the world		Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibility	
Justice and Fairness	Understand what is right, wrong and fair	<i>Respond to moral stories and demonstrate what it means to be right and wrong just and fair</i>	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair	<i>Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair</i>	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong
Justice and Fairness World Views	Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others	Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others		Discuss and apply their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair	

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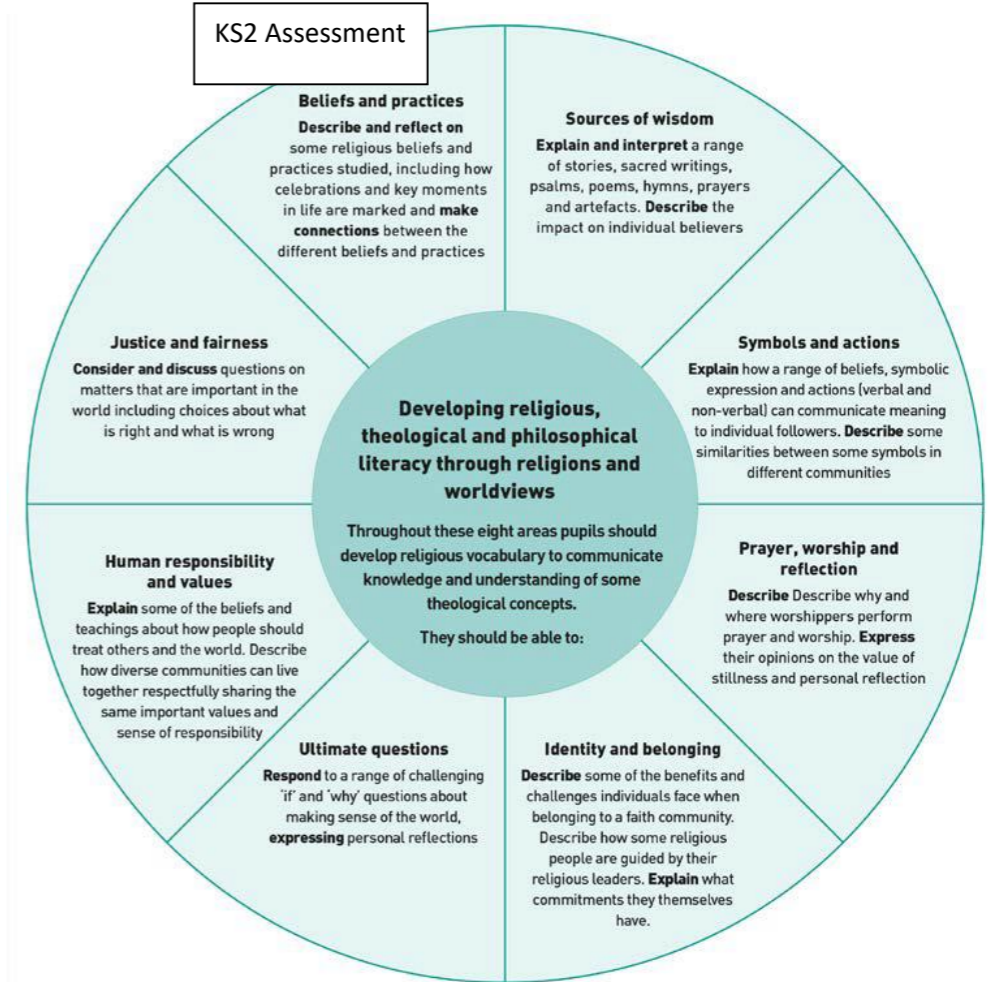
Early Years Assessment



KS1 Assessment



KS2 Assessment



By the end of EYFS the religiously, theologically and philosophically literate pupil should:

Share their family traditions and the joy of celebrations, beginning to explore those of other belief communities. Respond, through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them. Ask questions about the meaning and importance of what they are learning.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

By the end of KS1 the religiously, theologically and philosophically literate pupil should:

Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities. Reflect on and respond to some of the big questions about life, such as 'why do we celebrate certain things?'

By the end of Lower KS2 the religiously, theologically and philosophically literate pupil should:

Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.